DOCUMENT RESUME

ED 479 879 CS 512 460

AUTHOR	Christopher, Tonja'
TITLE	Lesson Plan #3: Comprehension and Vocabulary.
PUB DATE	2003-08-26
NOTE	6p.
PUB TYPE	Guides - Classroom - Teacher (052) -- Opinion Papers (120)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Class Activities; *Grade 7; Learning Activities; Lesson Plans; Middle Schools; *State Standards; Student Educational Objectives; Student Evaluation; Teacher Developed Materials; Technology Integration; *Vocabulary Development; *Vocabulary Skills; *Writing Improvement; *Writing Instruction
IDENTIFIERS	*Georgia

ABSTRACT

Students can learn a number of words in any given day from television, parents, through reading, and through classroom activities. The activity in this lesson plan focuses on students expanding their written vocabulary to make writing passages more vivid and pleasurable to read. The lesson provides an opportunity for individual and group work, all while incorporating Georgia state standards pulled from the 7th grade level. Standards cover: expanding vocabulary, using descriptive words, and incorporating technology into writing. It cites these Georgia state standards; gives objectives, materials required, and prerequisite skills required; delineates an eight-step lesson sequence; and provides student assessment activities as well as self/lesson assessment questions. Closing thoughts are offered. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

CS CSTR 0106

Running Head: LESSON PLAN #3: Comprehension and Vocabulary

Lesson Plan #3: Comprehension and Vocabulary

Tonja' Christopher

University of Phoenix

Facilitator: David Tompkins

August 26, 2003

ED 479 879

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

T. Christopher

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

[] This document has been reproduced as received from the person or organization originating it.

[] Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CS 512 460

Lesson Plan #3: Comprehension and Vocabulary

Introduction:

It is a must that people have a strong working vocabulary. Students can learn a number of words in any given day from the television, parents, through reading, and through classroom activities. The following activity will focus on students expanding their written vocabulary in order to make writing passages more vivid and pleasurable to read. The lesson will give opportunity for individual work, as well as group work all while incorporating Georgia state standards pulled from the 7th grade level. The standards cover expanding vocabulary, using descriptive words, and incorporating technology into writing.

State Standards:

68 **Standard:** Expands writing vocabulary.

76 **Standard:** Uses available electronic communications and technology in writing.

71 **Standard:** Uses descriptive words and phrases.

Objectives:

1. Students will replace ten words in a written passage with a synonym with 90% accuracy in an individual and group setting.
2. Students will publish, with correct formatting, the newly written passage via word processing with 90% accuracy in a group setting.

Materials Required:

1. Copies of previously typed passage (passage can be pulled off the internet, or an original piece)
2. Copies of previously typed passage with ten words missing
3. Pen or pencil
4. Computer with word processing program and printer
5. Thesaurus
6. Dictionary
7. List of groups with members of high level, middle level, and low level learning abilities

Prerequisite Skills Required:

1. Word processing with proficiency
2. Synonym instruction
3. Comprehension instruction
4. Group/social skills

Lesson Sequence:

1. Anticipatory Set: Students need to gain an insight into how language affects the readability of a written passage. The wording and vocabulary can make a huge difference in whether or not you continue to read or comprehend what you are already reading. To begin this lesson the teacher will read a passage they have written that contains extremely monotonous wording. Then the teacher will read the same passage re-written with vivid language. (You may wish to write the passage about the current unit or theme you are using, and using previously learned vocabulary.) The teacher will pay special attention to the students' reactions, noticing which passage they pay more attention to. The teacher will then ask, "Which passage would catch your interest?" "What was the difference between the two passages?" "Which passage makes you want to learn more?" Upon the asking and answering of these questions, the teacher will give a brief review of what a synonym is, and what its uses are. (This would be brief, as the students would have already covered synonyms in a previous lesson.)
2. Immediately following the mini lesson students will receive two different papers. The first will have the passage written with monotonous language. The second will be the same passage with ten empty blanks. A thesaurus and dictionary will also be distributed as tools for the student to use during the completion of the exercise.
3. The students will read through the first passage, and then fill in the worksheet with the blanks with a synonym that matches the ten missing words. The words must make sense within the context of the passage. This portion of the assignment will be done individually, and turned in upon completion. (The reason for collecting the papers is in case an informal assessment needs to be done, or if you would like to assess the individual's competency in this particular exercise.)
4. Upon completion, students will join with their groups (which are previously known to the students) to compare the words they used to fill in the blanks, and discuss any other words they feel would correctly make sense in the context of the passage.
5. Each group will receive a new worksheet with the same ten empty blanks.
6. Groups will fill in the passage again using words the group decides best fit within the context of the passage.
7. The group will publish their completed passage via word processing.
8. Closing of lesson: Upon completion of word processing each group will read, present and share their completed paper to the class. The group will be required to give reasons for using particular words in the passage.

Student Assessment:

3

Student/group completes ten missing blanks with a correct synonym
Passage is word processed in a readable format that shows proficiency
Student/group is able to give exact reasons for choice of words when asked, in all cases

2

Student/group completes 5 to 8 missing blanks with a correct synonym
Passage is word processed in a readable format that shows inconsistency or a lack of proficiency
Student/group gives exact reasons for choice of words when asked in 5 to 8 cases

1

Student/group completes 5 or less missing blanks with a correct synonym
Passage is not word processed, or is word processed showing no consistency or proficiency
Student/group is unable to give reasons for choice of words when asked

Self/Lesson Assessment:

1. How successful was this activity?
2. Did the teacher help the student relate this information to real life situations?
3. How can this activity be edited to be more successful?
4. Was the activity interesting to the teacher?
5. Was the activity interesting to the student?
6. How can this lesson be adapted to students with disabilities or gifted and talented students?
7. Can this lesson be part of a unit? If so, what kind of unit?
8. Was the lesson age and intelligence appropriate?
9. Can this lesson be adapted to be used in as a center activity?
10. In what ways can more advanced technology be integrated into this lesson?

Closing:

To enhance students' usage of vocabulary, they need to be given ample opportunity to use "different" words. By giving students the opportunity to work individually and in a group setting, they will learn from within, use their resources, as well as learn from each other. The use of comparing the individual work with each team member will give them the opportunity to be exposed to a greater number of vocabulary words all while keeping up to state standards in vocabulary as well as technology

Reference

QCC Standards and Resources Georgia Department of Education: Grade 5 Language Arts. (n.d.). Retrieved August 22, 2003, from http://www.glc.k12.ga.us/passwd/search/srchqcc/Standard.asp?SubjectID=3&Grade=7&CSID=99&keywords=&CSType=S&View=SL

BEST COPY AVAILABLE

CS 512 460

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Lesson Plan #3: Comprehension and Vocabulary

Author(s): Tonja' Christopher

Corporate Source:

Publication Date: 8-26-03

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☐

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☒

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: Tonja' Christopher

Printed Name/Position/Title: Tonja' Christopher / substitute teacher student

Organization/Address: 1981 Powers Ferry Rd. Apt. G. Marietta, GA 30067

Telephone:

FAX:

E-Mail Address: tonjachristopher@yahoo.com

Date: 9-3-03

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: info@ericfac.piccard.csc.com
WWW: http://ericfacility.org